

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 MAY 12 PM 1:28 Document Control Center </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

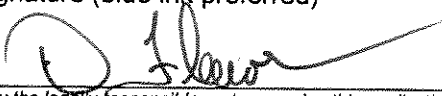
Part 1: Applicant Information							
Organization name		County-District #		Campus name/#		Amendment #	
Huntington ISD		003-904		Huntington Middle		NA	
Vendor ID #	ESC Region #	US Congressional District #			DUNS #		
756-005-202	7	1			052127248		
Mailing address				City	State	ZIP Code	
PO Box 328				Huntington	TX	75949-	
Primary Contact							
First name	M.I.	Last name			Title		
Maria	J	Betancourt-Smith			Assistant Superintendent		
Telephone #	Email address			FAX #			
936-876-4287 ext 2107	mjbs@huntingtonisd.com			936-876-3212			
Secondary Contact							
First name	M.I.	Last name			Title		
C.	Shane	Stover			Principal		
Telephone #	Email address			FAX #			
936-876-4722	sstover@huntingtonisd.com			936-876-4009			

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
David	W	Flowers	Superintendent
Telephone #	Email address		FAX #
936-876-4287	dflowers@huntingtonisd.com		936-876-3212
Signature (blue ink preferred)	Date signed		



May 9, 2014

Only the legally responsible party may sign this application.

701-14-107-070

Schedule #1—General Information (cont.)

County-district number or vendor ID: 003904

Amendment # (for amendments only): NA

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Primary Elements of Planned Program

Huntington Middle School (HMS), a campus in Huntington ISD (HISD), is applying for this grant in order to ensure that all students have dedicated access to a personal technology device so that they may access and use electronic instructional materials. The campus plans to implement a 1 to 1 initiative and to provide economically disadvantaged students with residential internet access so that they can complete assignments. The 1 to 1 initiative and internet access will dovetail with the campus initiative to transform teaching and learning from chalk and talk to active student learning with students who are powered up and not powering off at the door.

This proposal is in keeping with the Technology Lending Grant goal as described in the Application Guidelines: Program Guidelines "to loan students the equipment necessary to access and use electronic instructional materials" (page 10) and where the guidelines state that "The goal of the program is to ensure that students have dedicated access to a personal technology device through a check-out program". (page 11)

The lack of consistent access is an impediment to the consistent incorporation of digital resources. Currently teachers must share the computer lab or tablets. Thus availability of technology drives instruction rather than instruction driving the use of technology.

This proposal is in keeping with the description of the grant program that says that, "*The Technology Lending Program Grant assists schools in the implementation of digital learning as envisioned by the Texas Long- Range Plan for Technology, 2006-2020 (LRPT)... The LRPT emphasizes the needs of today's students to engage in meaningful learning, supported by modern digital tools and resources through robust connectivity. To promote academic excellence, the LRPT recommends that learners have access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week (24/7). The LRPT recommendations reflect new teaching and learning practices in the classroom that extend to home and encourage teachers to incorporate innovative models to meet the needs of students and prepare students for college and careers.*" (page 7 Application Guidelines: Program Guidelines) HMS has been very focused over the last year on making instruction relevant to preparing students for the 21st century and on making it engaging for students. The campus commitment to moving to active learning and to allowing students opportunities for voice and choice is evident in that they were the first to move towards the use of problem based learning (PBL) strategies. Sixth grade staff began creating problem based units during the summer of 2013. In the summer of 2014, the seventh grade team will begin this work to be followed in 2015 by the eighth grade. Also, the grant would provide all students equal access to an electronic device during and after the normal school day therefore eliminating competing need and placing all students on an even playing field by having the same devices and 24/7 internet access when needed on those devices.

Budget Development

The budget was developed to support the needs determined by the needs assessment. Funds will be coordinated with those from other sources to ensure that funds are leveraged to meet student needs. Care will be taken to ensure funds are supplemental and do not supplant other funds. This proposal request funds for: a sufficient number of iPads to implement a 1 to 1 initiative; the purchase of hotspots that students can check out to do homework; cases to protect the iPads; and for insurance to cover repairs that cannot be completed in-house.

Campus Demographics Related to Grant Purposes and Goals

This grant targets schools with a high poverty level. HMS meets that criterion.

Huntington Middle School, a small 3A school district in the rural east Texas town of Huntington, has 399 students. While 48% of HMS students were reported as economically disadvantaged in October 2013, the number is probably higher as 52% of HISD students were listed as economically disadvantaged. The campus serves grades 6-8.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Achievement Data The chart below indicates current achievement data. Other demographic data may be found on page 14 (Schedule 12).

	Gr 6-2012	Gr 6 2013	Gr 7-2012	Gr 7 2013	Gr 8-2012	Gr 8 2013
Reading	72%	72%	75%	71%	83%	83%
Mathematics	84%	85%	75%	73%	91%	91%
Writing	-	-	65%	57%	-	-
Science	-	-	-	-	75%	74%
Social Studies	-	-	-	-	63%	55%

Needs Assessment Processes

A team of campus and district administrators and teachers worked together to determine HMS needs in view of the grant goals. HMS goals and vision documented in the HMS Campus Plan served as the lens for focusing this assessment. The activities proposed in this grant would meet student needs identified as part of campus planning and would help meet the campus goals listed below. The activities also reflect grant goals and objectives.

Goal 1: HMS students are provided a well-rounded education through the use of 21st century curriculum, instruction and assessment strategies.

Goal 2: HMS ensures every student meets high standards, attains proficiency in all areas, graduates from high school and is college and/or career ready when they graduate.

Goal 3: All students at HMS will be educated in learning environments that are safe, drug free and conducive to learning.

The team that wrote the grant will also be the group to determine grant project efficacy and to suggest needed updates and changes during the grant implementation process. The needs assessment is addressed in detail on pages 15 - 16 (Schedule 13).

Management Plan

The management plan described on pages 17-18 (Schedule 14) details the roles and related activities for ensuring the program has high quality management to ensure it is properly implemented. The campus principal will lead project management and be involved daily in monitoring project implementation.

Program Evaluation

Qualitative and quantitative data will be collected to monitor implementation (process) and outcomes (product). Data will be reviewed at regular meetings of the grant team. A detailed explanation is on page 19 (Schedule 15).

Compliance with Statutory Requirements

This plan represents a full commitment by HMS and HISD to comply with all statutory requirements and with reporting procedures. All provisions and assurances are made on Schedule 2 (pages 3-4). Grant schedules 16 and 17 (pages 20-29) describes in detail how Statutory and TEA requirements will be met.

Commitment to Program Goals and to Program Continuation

The goals of the lending grant reflect HMS goals and vision. Therefore, the campus is committed to continuing the goals of this grant after grant funding is over. Grant funds will allow full implementation of a 1 to 1 initiative that can then be sustained with other funding when grant funding terminates.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 003-904			Amendment # (for amendments only): NA		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$15,850	\$	\$15,850
Schedule #9	Supplies and Materials (6300)	6300	\$53,340	\$	\$53,340
Schedule #10	Other Operating Costs (6400)	6400	\$ 0	\$	\$ 0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$ 0	\$	\$ 0
Total direct costs:			\$69,190	\$	\$69,190
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$69,190	\$	\$69,190
Administrative Cost Calculation					
Enter the total grant amount requested:					\$69,190
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$10,378
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Insurance for iPads	<input type="checkbox"/>	\$6,650
2	Hotspots and service for 2 years	<input type="checkbox"/>	\$ 9,200
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$15,850

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 003-904		Amendment number (for amendments only): NA	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 003-904		Amendment number (for amendments only): NA	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$ 0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$15,850	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$ 0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$ 0	
(Sum of lines a, b, c, and d) Grand total		\$15,850	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 003-904				Amendment number (for amendments only): NA			
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$	
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	16 GB iPad	Teaching and learning	190	\$279	\$54,340	
	2	iPad cover	Protect iPad	190	\$ 7		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:						\$	
Remaining 6300—Supplies and materials that do not require specific approval:						\$	
Grand total:						\$54,340	

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 003-904		Amendment number (for amendments only): NA	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$ 0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 003-904

Amendment number (for amendments only): NA

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
66XX/15XX—Technology software, capitalized					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	
Grand total:				\$ 0	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 1751

Category	Number	Percentage	Category	Percentage
African American	45	N/A	Attendance rate	95.5%
Hispanic	97	N/A	Annual dropout rate (Gr 9-12)	3%
White	1569	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	2	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	896	51.1%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	19	1.08%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	37	2.11%	Average ACT score (number value, not a percentage)	N/A

Comments: Achievement data is described in the Executive Summary (page 6) as achievement will be measured.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								136	144	146					
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								136	144	146					

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Schedule #13—Needs Assessment

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process and Determination of Priorities: A team of HMS and HISD teachers and administrators conducted a needs assessment and developed grant related goals and objectives. The assessment included a review of data described below and of demographic and achievement data described on the previous page. Goals and objectives developed for the grant proposal also reflect needs identified when the fall 2013 campus plan was developed. Student achievement is the main focus of every campus plan; the HMS objectives described on Schedule #14 indicate staff is committed to instructional practices that promote engagement and meaningful learning in order to improve achievement and to promote 21st century skills. To that end HMS began in 2013-2014 the process of incorporating problem based learning (PBL) strategies.

Current Situation: Currently, HMS students share school owned equipment: 40 Chromebooks, 190 iPads, and one computer lab and a cart. The lab and cart each have 24 PCs that are over 4 years old. At any given time, about 50% of students are without a school owned classroom device that they can use to benefit from digital learning. HISD does have a BYOD policy. A survey of students who will attend HMS in 2014-2015 indicated that there is a digital divide in place between students who have devices and internet at home and those who do not:

Grade	Internet Access	Tablet	Computer
6	85.2 %	50.5 %	69.2 %
7	89.6 %	72.8 %	76.7 %
8	92.2 %	68.3 %	76.2 %

Walk Through data comparing traditional versus PBL classrooms indicate students in PBL classrooms are more likely to have their learning needs met. PBL classroom teachers use more high yield research based strategies and students are more actively engaged in learning as compared with traditional classrooms. Also, students in PBL classrooms have more ways to demonstrate learning and achievement of concepts/TEKS.

Instructional Data Element	Traditional Classroom	PBL Classroom
Cooperative Group	5 %	66 %
Technology Used for Research	9 %	39 %
Upper 3 Levels of Blooms Taxonomy	41 %	66 %
Whole Group	42 %	14 %
Teacher Led Cues and Questions	21 %	8 %

The HMS campus improvement plan addresses technology needs including the need to purchase technology and to participate in technology staff development. The move from "sit and get" and "chalk and talk" to active learning has been supported by staff development and planning. The shift will continue with training provided by the Instructional Technology Specialist that has been hired beginning 2014-2015.

Needs Identified and Desired Accomplishment: Needs identified are summarized below and detailed on the next page. Objectives (desired accomplishment) for this proposal are described on page 17.

1. Implement a technology lending program that allows for 1 to 1 digital access at home and school.
2. Engage students in engaging and meaningful learning that promotes college and career readiness.
3. Provide a check out program for students who do not have internet and/or devices at home.
4. Develop a Technology Lending Agreement (TLA) that will be part of the Responsible Use Policy (RUP).
5. Provide research based staff development for technology integration and for increasing use of engaging strategies.

How Needs Are Prioritized: The grant team prioritized the needs based on HMS campus goals and vision to:

1. Improve student achievement.
2. Focus on integration of College and Career Readiness Standards and 21st century competencies (solutions; creativity; collaboration; information; media).
3. Provide equitable technology access.
4. Provide staff development that promotes student engagement.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Implement a technology lending program to loan students the equipment necessary to access and use electronic instructional materials at home and school.	<ul style="list-style-type: none"> Funding (supplemental) from this program will be used to purchase equipment and internet access. Page 20
2.	Engage students in meaningful learning: <ul style="list-style-type: none"> supported by modern digital tools and resources through robust connectivity, in order to prepare students for college and career, and to improve attendance and achievement. 	<ul style="list-style-type: none"> Grant related (but not grant funded) staff development for use of instructional technology will lead to use of teaching strategies that promote student engagement through active learning that incorporates use of digital tools. Page 26 Increased engagement will result in improved attendance and achievement and college and career readiness. Page 19 1 to 1 access will allow for expanded use of electronic instructional materials. Page 25
3.	Provide a check out program to allow for personalized learning 24 hours a day, 7 days a week: <ul style="list-style-type: none"> that decreases the digital divide between students who are "connected" at home and those who are not; and that ensures every student has: <ul style="list-style-type: none"> dedicated access to technology and tools including devices that access the internet, resources and services including residential internet access. 	<ul style="list-style-type: none"> Grant funds would allow for 1 to 1 access to devices. Page 21 Grant funds would provide for internet access to students' residences if such is not available. Page 27
4.	Develop a Technology Lending Agreement <ul style="list-style-type: none"> to add to the Responsible Use Policy, to ensure Internet provided by HISD will be used solely for educational purposes, and to verify students checking out devices have demonstrated grade level mastery of the Digital Citizenship strand of TEKS. 	<ul style="list-style-type: none"> This proposal indicates plans for developing a Technology Lending Agreement to be added to the existing Responsible Use Policy. Page 29
5.	Provide research based instruction (such as PBL) <ul style="list-style-type: none"> while moving forward with the implementation of electronic instructional materials, that incorporates 21st century learning fluencies (solutions; creativity; collaboration; information; media), That incorporates College and Career Readiness Standards. 	<ul style="list-style-type: none"> Sustained high quality staff development is necessary to change instructional practices. Page 26 Staff will incorporate existing campus technology in engaging, research based ways that allow for resources for blended and online learning such as iTunes U; using digital academic content in lieu of textbooks (e.g., science). Page 25

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Schedule #14—Management Plan

County-district number or vendor ID: 003-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Sup't for Curriculum and Instruction	<ul style="list-style-type: none"> Knowledge of effective instructional practices, able to coordinate/provide staff development Grant Management Experience and knowledge of TEA grant program guidelines Administrator Certification
2.	Instructional Tech Specialist	<ul style="list-style-type: none"> Able to manage a 1 to 1 electronic device initiative Able to provide staff development and to model strategies that promote active learning; Teacher Certification
3.	HMS Principal	<ul style="list-style-type: none"> Knowledge of effective instructional practices Able to lead program implementation and to involve stakeholders Principal Certification
4.	Core Course Teachers	<ul style="list-style-type: none"> Experience and/or training for use of electronic devices to promote active learning Teacher Certificate
5.	Media Center Coordinator	<ul style="list-style-type: none"> Able to keep records of and to check out and check in electronic devices and hotspots Instructional Aide Certification

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Develop a TLA so 100% of HMS students have access to a device (Needs # 1 & 4)	1. Develop Technology Lending Agreement	09/01/2014	10/01/2014
		2. Purchase devices	10/01/2014	11/01/2014
		3. Inventory devices	12/01/2014	12/01/2014
		4. Assign devices to students	11/15/2014	12/01/2014
		5. Implement a technology lending program	12/01/2014	12/01/2014
2.	Provide a check out program for devices and home internet access (Need #3)	1. Students complete digital citizenship training	09/01/2014	10/01/2014
		2. Purchase hotspots	10/01/2014	11/01/2014
		3. Hold parent meetings	11/15/2014	12/01/2014
		4. Verify students eligible to check out hotspots	11/15/2014	12/01/2014
		5.		
3.	Increase student use of technology by 15% (Need # 2)	1. Provide staff development for technology integration	06/01/2014	06/01/2016
		2. Track technology use through walkthroughs	09/01/2014	06/01/2016
		3. Review walk through data	09/01/2014	06/01/2016
		4.		
		5.		
4.	Increase number of teachers using engaging strategies by 33% (Need # 5)	1. Provide PBL Training	07/01/2014	09/01/2015
		2. Teachers complete technology self-assessment	08/01/2014	09/01/2015
		3. Provide ongoing technology integration training	09/01/2014	06/01/2016
		4. Review walk through data	09/01/2014	06/01/2016
		5. Review SAMR data	09/01/2014	06/01/2016
5.		1.		
		2.		
		3.		
		4.		
		5.		

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and Procedures for Monitoring Attainment of Goals and Objectives

The goals and objectives of this proposal are closely linked to the HMS campus plan. Campus leadership is committed to implementing and monitoring the activities in the campus plan and of grant related activities. Day-to-day implementation of grant activities will be led by the HMS principal. The HISD assistant superintendent for curriculum and instruction will work closely with the assistant superintendent for business and operations to ensure that funds are expended correctly and in a timely fashion. Monthly meetings between the principal, assistant superintendent and instructional technology specialist will be held to determine grant activity progress. They will review information gained from classroom walk throughs and other quantitative and qualitative sources to ensure that grant activities are implemented as planned. Check out records will be part of the data considered. Feedback will include walk through data that documents use of research based technology applications. Any needed modifications or changes will be discussed to ensure grant activities are implemented in a flexible manner that allows for needed adjustments. Grant amendments, if needed will be submitted by the assistant superintendent.

How Process and Procedures Are Changed if Necessary

To keep program participants informed of project progress, problems, and changes or adjustments, the grant coordinating team will meet as needed and then share meeting results with their stakeholders. Adjustments will be based on qualitative and quantitative feedback that comes from consistent communication with campus stakeholders including students, teachers and parents.

Process for Communicating Changes

At the beginning of the grant period, the grant coordinating team, including the principal, will present the grant proposal to HMS staff and explain expectations and responsibilities. After that, the principal will take the lead in ensuring communication occurs through formal means (e.g., meetings, surveys) and informal means (e.g. conversations, e-mails) to communicate weekly with teachers to determine grant related needs, issues and success. This process and frequency of communication should allow for timely adjustments to any problems that arise.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing Existing Efforts Related to Planned Project

Funds from Federal programs and State and local sources are currently used for the purchasing technology. IMA funds are not available for purchasing student devices as 100% of the funds are being used to purchase new instructional materials for math, science and technology courses. The science department has chosen all digital resources. The funds requested through this grant proposal will be used for purposes not made possible through other fund sources. HISD has used and will continue to use Federal, State and local funds to: purchase computers and digital devices for teacher and student use; provide projectors; provide access to digital instructional resources such as United Streaming/Discovery Learning, Read 180 and BrainPop; and technology related staff development.

Coordination of Efforts To Maximize Grant Fund Effectiveness

The assistant superintendent for curriculum and instruction works closely with the assistant superintendent for business and operations to prepare, manage and complete reports for HISD grants such as Title IA, Title IIA and Perkins. A significant part of this collaboration is to ensure that funds are coordinated to benefit teaching and learning and to avoid duplication of efforts. Care is taken to use funds for grant intended purposes and to supplement and not supplant. Activities funded by this grant will be added to campus plan. Campus plans are reviewed quarterly by campus improvement teams. This review will serve as one way to determine progress in achieving grant objectives.

Process for Ensuring Continued Commitment to Project Success

HMS and HISD are fully committed to implementing the proposed activities in this grant proposal. The communication process describe in the preceding section should help ensure commitment to project success. Quarterly campus plan and grant activity reviews will also help ensure continued commitment to project success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 003-904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Implement a technology lending program. Quantitative	1.	Review data re numbers of students and of number of economically disadvantaged students checking out devices.
		2.	Review ratio of technology devices to students
		3.	
2.	Engage students in meaningful learning. Qualitative, Quantitative	1.	Review number and names of courses using digital content
		2.	Review titles of digital materials
		3.	Walk through data indicate high level use of student centered strategies
3.	Provide residential internet access. Quantitative	1.	Review data re # and % of students who checked out hotspots
		2.	
		3.	
4.	Develop a Technology Lending Agreement to go with the RUP. Quantitative	1.	Review number of lending agreements signed
		2.	Review data re number of students demonstrating digital citizenship TEKS
		3.	
5.	Provide research based instruction. Quantitative	1.	Review data re numbers of teachers effectively integrating technology
		2.	Review staff development records for number of teachers trained
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process for Collecting Data and Identification and Correction of Project Delivery Problems

The "Associated Indicators of Accomplishment" above reflect performance measures described in the Application Program Guidelines.

The principal will collect qualitative and quantitative data (see above section) regarding grant implementation through methods such as: inventories, surveys, training records, walk-through data, State accountability reports and samples of student projects.

Data will be reviewed at grant team meetings to ensure: 1) ongoing monitoring; 2) identification of project delivery problems; and 3) that needed changes in project delivery are identified and corrected in a timely way. Data obtained through surveys of staff, students, and parents, will address perceptions regarding the implementation of grant activities including activities related to: staff development; effective integration of technology resources into curriculum and instruction; use of devices by students; use of devices for anywhere/anytime learning; and student levels of engagement.

Program-Level Data To be Collected

- **Program Activities:** devices purchased, parent orientations held, development of RUP and TLA, inventory of teachers perceptions of their personal technology applications proficiencies; students' perceptions regarding use of digital technology and its effect on their engagement and learning, lending agreements signed, walkthroughs, inventories of teacher technology proficiencies, STaR Chart, SAMR inventories
- **Number of Participants:** parents attending orientation meetings, students using technology for active learning, devices checked out, walk through data indicating technology uses

Student-Level Academic Data

- **Achievement Results:** student meeting digital citizenship TEKS, curriculum based assessment results

Attendance Data**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How Funds Will Be Used to Implement or Enhance a Technology Lending Program

The majority of funds from this grant will be used for two new initiatives that will allow HMS to implement a lending program: 1) to provide students with 1 to 1 digital access 24/7; and 2) to provide residential internet access to economically disadvantaged students who do not have such access. These two initiatives cannot be accomplished with current HISD levels of funding. Funds from Federal programs and State and local sources are currently used for the purchasing supplemental technology and for technology related staff development. This grant will not supplant those funds. The assistant superintendent for curriculum and instruction is the coordinator of Federal Programs at HISD and will work to ensure that funds are coordinated and that funds from this grant are used for purposes that supplement existing uses.

The funds requested through this grant proposal will be used for purposes not made possible through other fund sources. They will not supplant IMA funds. HISD has used and will continue to use Federal, State and local funds to: purchase computers for teacher and student use; provide projectors and interactive electronic white boards in academic classrooms; provide access to digital instructional resources and technology related staff development.

HISD is expanding Wi-Fi at its secondary campuses and bandwidth. The addition of digital devices will allow students anytime/anywhere access to learning. The lack of such consistent access is an impediment to the consistent incorporation of digital resources. Currently teachers must share devices, the computer lab and the cart. Thus, availability of technology drives instruction rather than instruction driving the use of technology. Having been provided mobile devices, students will be able to access digital instructional materials that will help them to meet rigorous and challenging curricula.

Given sustained professional development along with students having dedicated access to digital devices, HMS staff and students will be better able to:

- take advantage of a wealth of digital resources,
- incorporate student centered and engaging teaching,
- meet its campus goals,
- meet the goals of the grant, and
- attain the vision of the Texas Long Range Plan for Technology.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Efforts to Ensure Equipment Is Used To Ensure Dedicated Access

Huntington Middle School has purchased technology and continues to purchase technology through funding sources such as local funds, federal funds and grant monies. Huntington Middle School is dedicated to providing each student with 24 hour access to internet and technology devices. Funds obtained through this grant will be used to implement 1 to 1 digital connectivity and to provide residential access to economically disadvantaged students who do not have such access. Funds from all sources will be leveraged to avoid duplication and to promote a coherent and cohesive implementation of 1 to 1 access. Funds from this grant will be supplemental and will not supplant other funding from any source. IMA funds have not been used nor will they be used to purchase lending equipment. At this time, those funds are dedicated to the purchase of instructional materials, both print and digital.

Existing Equipment

At the present time Huntington Middle School has equipment available for use during the school day. Equipment includes:

- 190 Apple iPad minis
- 40 Samsung Chromebooks on a cart
- 24 laptops (over 4 years old) on a cart
- 24 computers (over 4 years old) in a lab

Coordination of Equipment

Starting with the 2014-2015 school year, Huntington Middle School will begin checking out iPads to eighth grade students in order for those students to gain dedicated 24 hour access rather than limit students to school time access. At the current time Huntington Middle School is not able to dedicate a device per student due to an insufficient number of devices and funding. Although HMS has enough devices for each 8th grade student to have access to a personal device, the campus is unable to provide each seventh and sixth grade student with 1 to1 access. The money from this grant will allow HMS to provide each student a device and to provide residential access to economically disadvantaged students who are unable to access internet at home. HMS is in need of 190 Apple iPad minis to ensure 1 to 1 dedicated access for each student.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alignment of Lending Program and HISD Mission and Goals

The Huntington Middle School Campus Improvement Plan Aligns with the Technology Lending Grant in several areas:

- The Technology Lending Grant goal states that every student should have access to 24/7 personal technology devices. The number one technology need for Huntington Middle School according to the Campus Improvement Plan is that “students have access to technology after regular school hours”.
- The Technology Lending Grant promotes academic excellence and enables learning opportunities and student productivity beyond the walls of the classroom. The Huntington Middle School Campus Improvement Plan states that the HMS staff understands and is committed to staying above the curve by promoting academic excellence as well.
- The Technology Lending Grant’s purpose is to provide 24/7 access to personal technology devices through providing grant money to schools across Texas. Huntington Middle School Campus Improvement Plan shows that we are committed to buying technology with our funds for student use and closing the academic gap between economically disadvantaged and non-economically disadvantaged students.

The goals, objectives and activities set forth in this proposal reflect district and campus plan goals; at the same time they reflect the primary goal of the grant “to implement a technology lending program to loan students the equipment necessary to access and use electronic instructional materials...”. Furthermore, they reflect the vision described in the Long Range Plan for Technology. HMS goals are listed on page 6. The HMS objectives for this grant are listed on page 17.

HMS shares the vision of the Texas Long Range Plan for Technology described on page 7 of the grant guidelines. The guidelines state:

The LRPT emphasizes the needs of today's students to engage in meaningful learning, supported by modern digital tools and resources through robust connectivity. To promote academic excellence, the LRPT recommends that learners have access to relevant technologies, tools, resources, and services for personalized learning 24 hours a day, 7 days a week (24/7). The LRPT recommendations reflect new teaching and learning practices in the classroom that extend to home and encourage teachers to incorporate innovative models to meet the needs of students and prepare students for college and careers... Technology enables learning opportunities and student productivity that extends beyond the walls of the classroom, and this transformation requires appropriate technology, electronic instructional materials and resources, and connectivity to access the resources.

HMS is currently implementing activities that the LRPT indicates are examples of ways that districts have, “adapted policies and practices to leverage the growth of technology for learning at school and at home.” These policies and practices include:

- Curriculum redesign to incorporate new technology and electronic instructional materials;
- Classroom instructional strategies that include student devices for learning at school and at home;
- Policies to address the use of technology to support school and home use;
- Electronic instructional materials in lieu of traditional print instructional materials;
- Professional development goals and activities that incorporate the use of technology for instruction and learning opportunities; and
- Programs to check-out and use technology and to provide Internet access.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How Campuses Were Prioritized

HMS was determined to be a priority for this grant because of their level of need in conjunction with their level of commitment to curriculum redesign and to improving classroom instruction. This commitment reflects the vision of the Texas Long Range Plan for Technology. The campus is committed to new ways of teaching that incorporate and depend on technology. HMS is a leader in implementing active and engaging learning strategies that incorporate technology. They will be a model for the rest of HISD. HMS is also a leader in HISD in implementing problem based learning. This district wide initiative started with a group of volunteers for training. This campus was chosen based on teacher willingness to incorporate new ways of teaching as seen in the fact that all the sixth grade teachers volunteered for and undertook PBL training and curriculum development in summer of 2013 and in that other grade levels will be trained in summer 2014.

HMS cannot bring about their vision for instruction without student access to devices and internet. Problem based learning is more effective when students are able to use technology to do independent research that can then be shared with the group. The addition of grant purchased resources will help the campus to meet the goals developed in the campus plan and those written in this proposal.

Procedures to Ensure Access to Lending Equipment and Internet to Students with Greatest Need

During the 2013-2014 school year, HISD conducted a survey of students in grades 5, 6 and 7 who will be middle school students during the 2014-2015 school year. The results of the survey indicated that 89% of students have access to internet outside of the normal school day. The remaining 11% will have access to checking out a hotspot depending on teacher recommendation for assignments that require internet access outside of the normal school day. The hotspots will be housed in the HMS Media Center. A teacher's approval will be needed before checking out a hotspot to ensure students are not checking them out for non-academic purposes.

The grant will allow HMS to provide all students equal access to an electronic device during and after the normal school day. Therefore, HMS will eliminate competing need and place all students on an even playing field as each will have the same devices and 24/7 internet access when needed on those devices.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alignment of Lending Program and Current Curriculum, Instruction, and Classroom Practices

The lending program aligns with the vision that HMS has for teaching and learning. It allows teachers to use instructional practices that better meet student learning needs and student college and career readiness needs. The program aligns with the TEKS for core courses and for technology.

HISD has had a focus for the last two years on teaching the curriculum in a way that prepares students for the 21st century workplace. Use of technology is essential to this type of instruction. HMS campus goals reflect the commitment to 21st century teaching and learning to prepare students to be college and career ready. The commitment is evident in staff development that has focused on the use of engaging instructional strategies and on use of technology in instruction.

Campus Goals Related to Curriculum and Instruction

1. HMS students are provided a well-rounded education through the use of 21st century curriculum, instruction and assessment strategies.
2. HMS ensures every student meets high standards, attains proficiency in all areas and is college and/or career ready when they graduate.
3. All students at HMS will be educated in learning environments that are safe, drug free and conducive to learning.

Because of its commitment to engaging learning, HMS began implementing Problem Based Learning in sixth grade this year. This engaging teaching style will be implemented in the seventh grade in the 2014-2015 school year and in the eighth grade in the 2015-2016 school year. Access to technology is crucial to support student learning as PBL is inquiry based and students rely on research for discovery.

The use of PBL strategies allows students to incorporate technology and to "plug-in" rather than to "power down". Using PBL strategies, teachers step away from the center of the classroom and from the role of purveyor of all knowledge in order to put the student at the center of learning as the consumer and evaluator of ever changing knowledge bases. The teacher serves as a facilitator of learning who inspires students, piques their imagination and leads them to develop knowledge, skills and habits of mind required for the 21st century.

A preliminary review of classroom walkthrough data indicates that in classrooms where PBL strategies are used:

- There is greater use of technology by students.
- Students work at higher levels of Bloom's Taxonomy.
- Students are engaged in active learning strategies.

Engaged students are students who are learning and on task thus reducing teacher classroom management issues.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current Use of Electronic Instructional Materials in Foundation Curriculum Subject Areas

The use of electronic materials spans the curriculum and increases each year. Subject Areas impacted by this lending program include the following in grades 6-8:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Technology

The HMS Science Department has been using electronic materials to supplement the curriculum for the last two years and chose only digital materials as part of this year's textbook adoption process while the Mathematics Department adopted a blend of print and digital materials. The trend towards adopting digital materials will continue next year as social studies are adopted. Language arts will follow when it comes time for them to adopt.

With all students having digital access, staff and students will be able to take advantage of a wealth of digital resources. HMS uses digital content and applications to supplement all core foundation areas. Some examples are:

- ELA: SpeechJournal, EBooks
- Math: Doceri, Protractor, MathAcademy, Khan Academy, IXL Math
- Science: Science 360, Elements, Convert Units
- Geography: GeoQuiz, Geography
- General: Google Maps, BrainPOP, Google Earth, iTunes U, Podcasts
- Productivity: Google Drive, Dropbox, Evernote, ShowMe, Educreations, Dragon Dictation, Skitch, Nearpod, Webster Dictionary, QR Reader, JetScanner
- Video: Photo Stream, Video, Movie 360, Videoshop

The campus also uses a digital library service.

The addition of student devices and the implementation of a 1 to 1 initiative will allow HMS students anytime/anywhere access to learning. The devices will allow students to access materials that will help them to meet rigorous and challenging curricula.

Teachers' ability to incorporate instructional technology will increase when students have full time access to technology. The learning process will be more engaging and improved student achievement and attendance is to be expected.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only): NA

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teacher utilization of innovative student centered strategies will increase

- when students have dedicated access to devices and to related resources, and
- when teachers have professional development along with assistance for implementation.

Current Professional Development

Teachers have participated in technology related staff development including:

- Book study of Using Technology with Classroom Instruction that Works.
- Google Apps (Docs, Blogger, Gmail, YouTube, etc.)
- Content and program specific technology integration
- Cyberbullying and Social Networking (Facebook, Twitter, Blogs, etc.)
- Primary and Secondary resources (digital and print)
- General PD in various programs utilized in the district such as Eduphoria's HelpDesk, district email, Google student accounts, Dropbox, etc.
- Software specific training (science, reading, math)

Planned Professional Development

- Using and developing iTunes U content
- iPad instructional integration strategies
- Training for digital textbooks
- Use of Google Apps for instruction

The instructional technology specialist will meet with each teacher to assist in setting goals for technology integration. Goal setting will be followed by training.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Description of Adequate Infrastructure to Support Use of Devices

HISD is committed to maintaining infrastructure that supports student learning. An audit was conducted in the fall of 2013 by an outside consultant. Results indicated that some upgrades are needed. The recommendations of the audit will be implemented summer 2014 thus ensuring that the infrastructure will be more than adequate to support the use of devices for a 1 to 1 initiative.

Specifically, HMS infrastructure will include:

- an access point in each classroom
- A 100mb connection to the access points. Each access point is designed to accommodate 50 devices and can accommodate over 100 before productivity is affected.

With 100 MB of band width available, every student in the district can easily operate a device. If necessary, bandwidth will be increased (this has been budgeted already). The internet service provider (ISP) infrastructure to support this is in place.

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County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student Access to Internet at Home

Residential internet access will be provided for economically disadvantaged students who do not have access at home and who have need of internet in order to complete homework assignments. The lack of access will be documented by parents/guardians when they attend the orientation meeting for the RUP-TLA. Economically disadvantaged status will be confirmed confidentially before a list of students eligible to check out devices is developed.

HMS will have a set of hotspot devices that students will check out from the HMS Media Center. Devices will only be checked out to students who come with a teacher recommendation for the device in order to complete homework. Internet access will be filtered per CIPA requirements.

A hotspot will be loaned to students as needed for internet access at home. HISD will purchase sufficient data to ensure that 100% of students in grades 6-8 without residential connectivity will have access through a hotspot as needed to complete school assignments.

A survey of students in grades 5-7 (next year's grade 6-8 students) indicated that 89% have internet access at home. The survey asked:

- if the student had internet access at home, and
- what the means of access was.

Survey results indicated:

- 11% of students do not have access to internet at home.
- 75% of students access internet via smartphone
- 63% of students access internet via tablet
- 74% of students access internet via laptop/desktop

In addition to having internet access at school, students also have internet access at McMullen Public Library, located on the same block as HMS. McMullen provides the public with Wi-Fi both in the building and from the parking lot.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Description of Adequate Technical Support

HMS is currently and will continue to be, even with added devices, able to provide students with adequate technical support. The addition of the new Instructional Technology Specialist and the training she provides along with the implementation of new technology infrastructure in summer 2014 will assist with ensuring technology works and is properly implemented.

The following personnel will assist with adequate technical support

- Campus Principal and Assistant Principal
- Technology Director – is the network manager, troubleshoots issues, repairs iPads, respond to requests for repairs or assistance
- Instructional Technology Specialist –provides professional development and support for teachers, promotes integration of technology in the instructional process
- Teachers – engage students through technology integration
- Media Center Coordinator – will assist with checking out devices

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How Grant Will Be Administered

The campus principal will be directly responsible for implementation of the TLPG activities. He will work closely with the assistant superintendents, grant team and technology staff to ensure all activities are completed as planned and according to grant guidelines. The management plan on pages 17-18 (Schedule 14) describes in detail implementation and management procedures. The principal will involve the assistant principal and Media Center Coordinator as appropriate in day to day administration of the program.

Check Out – Check In Process

The lending process itself will begin in the fall of each school year. A "Tips and Questions" orientation session will be provided for all parent/guardians in order to explain the acceptable use policy and technology lending agreement. Several meetings will be held on different days and at different times to provide parents an opportunity to attend. At the meetings, parents and students will sign and return the RUP-TLA before a device will be issued to the student. Meetings will also be held for students to review the RUP-TLA and policies related to the care of the device and rules related to charging the devices before coming to school.

At the orientation, parents/guardians will be made aware that students in need of residential internet access will be able to check out a hotspot when it is recommended by a teacher for homework purposes. Parents will be informed that the access will be filtered per CIPA requirements.

Teachers will be provided with a check-in form on Google-Docs with student's names and device barcode numbers. Teachers will check out devices to students. The list will be readily available to the HMS Media Center Coordinator. She will be the person the student will contact if a device is broken or fails to work properly. Devices will be returned in satisfactory condition to the Media Center the final week of school. If a student transfers out of the district, the device will be returned during withdrawal from school. Administrators may call for the return of an electronic device at any time for any or no reason. The lending agreement is described on the next page.

Procedure for Determining Access When There is Competing Need

This proposal seeks to establish a 1 to 1 program for student digital technology. Therefore, there should not be competing need. If the proposal is funded at a lesser level than requested, HMS will identify students who are economically disadvantaged for priority for access to devices.

Hotspot devices for residential internet access will only be checked out to students who have a proven need because of no internet at their home. Need will be determined during the parent/guardian orientation. Parents will indicate on the RUP-TLA that they do not have residential internet access. During the 2013-2014 school year, HISD conducted a technology related survey of students in grades 5, 6 and 7 who will be middle school students during the 2014-2015 school year. The results of the survey indicated that 89% of students have residential internet access. The remaining 11% will have access to checking out a hotspot upon teacher recommendation based on homework assignments that require internet access (such as for flipped instruction). The hotspots will be housed in the HMS Media Center. Hotspot checkout will require a teacher's approval to ensure students use them for academic purposes.

Process for Maintaining Equipment in Proper Working Condition

Because HMS students already use iPads in the classroom and one-third of students currently have 1 to 1 devices, HMS is currently maintaining equipment. This is done by using Apple's warranty procedures and by fixing the most prominent problem, broken screens, in house. HMS currently keeps back up screens and digitizers in stock so when problems with those occur, the turnaround of getting them fixed is minimal. Also, HMS has a few "extra" iPads so that when one goes down due to an accident, students are issued another iPad while theirs is getting fixed.

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County-district number or vendor ID: 003-904

Amendment # (for amendments only): NA

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Accounting For Equipment

The following is a description of how Huntington Middle School will account for each device loaned to students and the plan for insuring devices: Upon receiving devices, the Huntington ISD Technology Director checks each device in and assigns each device a six digit number and bar code. As the devices are checked out to students, the six digit number is recorded on a Google Doc with the name of the student it is checked out to. That Google Doc is shared between campus administration, the technology department, Media Center Coordinator and classroom teachers so that in the event that devices are lost, found or stolen, any of the staff members can quickly determine to whom the device belongs. Upon receiving the hotspots the Huntington ISD Technology Director will check in each device and assign each device a six digit number and bar code. The hotspot devices will then be delivered to the Huntington Middle School Media Center where the Media Center Coordinator will check out devices to students on an as-need basis. Priority for which students need the devices will be determined by teacher discretion and the student will need a check out slip from the classroom teacher in order to be able to check out a hotspot. Prior to being allowed to check out a device, the student will have to have a signed RUP-TLA (both parent/guardian and student must have signed). Educating students and staff on proper use will be a priority. The best way to keep devices in working condition is prevention.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Development and Implementation of a Technology Lending Agreement

HISD has a responsible use policy (RUP). The RUP addresses appropriate and responsible use of technology and being a digital citizen (responsible use of the district's digital resources, and responsible use of the Internet). The campus is in the process of developing a Technology Lending Agreement that will become part of the RUP. The lending agreement will address responsible use and care of equipment as that is what is missing from the current RUP to meet grant requirements. The revised RUP with the included lending agreement will be signed by students and their parents or guardians before they are allowed to check out equipment. In addition, HMS staff will verify that each student has completed grade level TEKS for Digital Citizenship before the student is allowed to check out equipment.

Parent/guardian orientation meetings will be held to explain the RUP-TLA. Technology will not be checked out to students until parents have attended an orientation and until both parent/guardian and student sign the RUP.

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